

**A Teacher's Guide to
THE RECONSTRUCTION ERA AND
THE FRAGILITY OF DEMOCRACY
Five-Week Unit Outline**

School Year 2018–2019



www.facinghistory.org/CPS

Introduction

In Facing History and Ourselves classrooms, students learn that democracy, among the most fragile of human enterprises, is always a work in progress and can only remain vital through the active, thoughtful, and responsible participation of its citizens. Its ideals of freedom, equality, and justice require constant vigilance and sustenance. Those moments in history when these ideals were assaulted and democracy was put at risk, if not destroyed, need close and rigorous examination in the school curriculum. This unit provides teachers and students with opportunities to look closely at one such moment in American history: the era of Reconstruction after the Civil War.

The history of Reconstruction is often overshadowed by the history of the Civil War. But many of the debates and dilemmas of that era remain unresolved today, and deserve the attention that this unit offers. Themes of identity, membership, individual and group choice, responsibility, and denial—all components of human behavior that Facing History uses as a conceptual framework and vocabulary to help students enter into the past—permeate the era of Reconstruction, and their elaboration in this unit will assist students in understanding Reconstruction's legacy today. Exploring this history in all its complexity offers young people a critical opportunity to exercise their capacity for emotional growth and ethical reflection as they connect its lessons to the issues and the choices faced in their own world and the world of the future.

The Facing History and Ourselves Scope and Sequence

This unit is organized according to Facing History and Ourselves' scope and sequence, which follows a specific progression of themes designed to promote students' historical understanding, critical thinking, and social-emotional learning.

Each of the six parts in this unit corresponds with a stage of the scope and sequence:

- *Part 1: The Individual and Society* introduces the concepts central to the unit—identity, race, prejudice, and racism—by exploring the relationship between an individual and society. Students consider one of the most basic forms of connection between the individual and society, one that had particular resonance for newly freed individuals during Reconstruction: names.
- *Part 2: We & They* explores the socially constructed meaning of race and how that concept has been used historically to justify “in” groups and “out” groups in society. Diving into the history of Reconstruction, students begin to reflect on the meaning of freedom and the question of whether or not one who is excluded from full and equal membership in society is truly free.
- *Part 3: Healing and Justice after War* establishes the Civil War's upheaval as the backdrop to the challenges and conflicts of Reconstruction. Students analyze President Andrew Johnson's efforts to resolve these dilemmas, and, in the process, they reflect on deeper issues of healing and justice in the aftermath of a profound transformation of society.
- *Part 4: Radical Reconstruction and Interracial Democracy* examines the laws and amendments that were signal achievements of the Reconstruction era. In these lessons, students explore the consequences of the laws passed as part of Radical Reconstruction, reflecting on how the revolutionary changes they set in motion in the late 1860s and early 1870s affected the strength of American democracy.
- *Part 5: Backlash and the Fragility of Democracy* traces how an unprecedented period of interracial democracy triggered violent backlash in the South. These lessons ask students to probe the effects of violence on a democracy while revisiting

questions about the meaning of freedom and considering the limited choices available to African Americans as their rights were significantly curtailed.

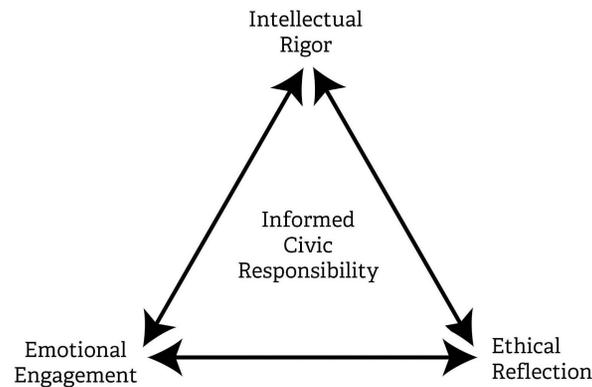
- *Part 6: Memory and Legacy* explores the way that the history of Reconstruction is remembered and the impact of its various legacies in contemporary society. The culminating activity for the unit is an “informed action” that asks students to research and write a proposal for a public forum educating the community about one issue that was central during Reconstruction and remains unresolved today.

The Pedagogical Triangle and Taking Informed Action

To Facing History, pedagogy is an active process of engaging young people with challenging content through a process that builds the knowledge, skills, and dispositions of deep civic learning, rather than merely a set of teaching techniques that can be used to get across particular ideas or encourage effective practice of specified skills.

Facing History created the Pedagogical Triangle for Historical and Civic Understanding to serve as a touchstone for balanced program and lesson planning. The arrows between intellectual rigor, emotional engagement, and ethical reflection are multidirectional, as these processes strengthen each other. At the center is the students’ civic agency, their belief that their choices and actions can play a positive role in their peer groups, schools, communities, and larger world.

Through a unit that balances intellectual rigor, ethical reflection, and emotional engagement, students will be more aware of, and able to act on, their civic responsibility. The unit concludes with an “informed action” component, providing a framework modeling civic engagement.



Using This Resource

This outline guides you through a unit using readings, videos, and other materials from the detailed teaching resource book [The Reconstruction Era and the Fragility of Democracy](#) and its [Writing Strategies supplement](#). As you prepare for and implement instruction based on this five-week unit outline, it is important to refer to the [full unit resource book](#) for historical context necessary to help guide students from lesson to lesson and to answer their questions. We especially recommend that you read the rationales for each lesson in the [The Reconstruction Era and the Fragility of Democracy](#) to better understand this complex history and to help you contextualize the material for students. **Unless otherwise noted, all page numbers listed in this outline refer to the “resource book” [The Reconstruction Era and the Fragility of Democracy](#).**

Pacing

Each row in the charts below corresponds roughly to a 50-minute class period, with 25 class periods in all. Since schedules, class period length, and the needs of individual classes and students vary, teachers will likely need to make adjustments to this plan to best suit their needs and circumstances. The teaching notes column for each class period often provides suggestions for making adjustments to the lesson in order to abbreviate it or go deeper.

Materials and Student Guides

The materials lists include readings, images, videos, student handouts, and any other materials you will need to teach each lesson. A separate “Student Guide for The Reconstruction Era and the Fragility of Democracy” contains all of the printable materials for the unit. Because this unit contains print and video content that some students may find emotionally challenging, it is important that you preview all of the materials before teaching each lesson.

Journals and Contracting: Tools to Help Foster a Reflective Classroom Community

We believe that two ways in which you can create a strong foundation for a reflective classroom throughout your Reconstruction unit are through the use of classroom contracts and student journals. Engaging students in the process of [creating a classroom contract](#) at the outset of the unit demonstrates to them that both the teacher and their classmates will value and respect their voices. It is important to revisit the classroom contract at various points in the unit to assess its efficacy, strengthen classroom community, and help to re-establish classroom expectations before a difficult discussion or engagement with emotionally challenging material.

Journals help students develop their voices and clarify their ideas as they keep a record of their thinking and learning throughout the unit. There are a number of ways that you might incorporate reflective journal writing into this curriculum, and we recommend that you spend time answering the questions posed in the teaching strategy [Journals in a Facing History Classroom](#), making note of the many creative suggestions for using journals in your classroom. In addition to providing an important space for thoughtful reflection, you might also use journals as a means of assessing students’ intellectual and emotional engagement with the material. If you choose to do so, it is important at the outset of the unit that you establish clear expectations and procedures for how and when you will assess your students’ journals and communicate this information to your students.

Addressing Dehumanizing Language

Many of the historical documents in this curriculum include the word *nigger*. In these documents, we have chosen to let the word remain as it originally appeared, without any substitution. The dehumanizing power of this term and the ease with which some Americans have used it to describe their fellow human beings is central to understanding the themes of identity and human behavior at the heart of the unit. It is very difficult to use and discuss the term “nigger” in the classroom, but its use throughout history and its presence in this unit’s primary sources make it necessary to acknowledge it and set guidelines for students about whether or not to pronounce it when reading aloud or quoting from the text. Otherwise, this word’s presence might distract students from an open discussion of history and human behavior.

We believe that the best way to prepare to encounter this language is to create a classroom contract outlining guidelines for respectful, reflective classroom discussion. We also recommend the following articles to help you determine how to approach the term in your classroom:

- [“Exploring the Controversy: The ‘N’ Word”](#) from *“Huck Finn” in Context: A Teaching Guide* (PBS)
- [“Straight Talk about the N-Word”](#) from Teaching Tolerance (Southern Poverty Law Center)
- [“In Defense of a Loaded Word” by Ta-Nehisi Coates](#) (*New York Times*)

You may also wish to point out the use of the word “Negro” in many of the documents in this unit. In earlier times, this was an acceptable term for referring to African Americans. While not offensive in the past, today the term “Negro” is outdated and inappropriate, unless one is reading aloud directly from a historical document.

Unit Assessment

This unit’s final assessment incorporates elements of the C3 curriculum framework, which emphasizes investigating and analyzing evidence from rich primary sources and culminates with ideas for summative performance tasks and projects that encourage students to take informed action. For more information about C3 and the inquiry framework, visit the [Illinois C3 Hub website](#).

Summative Performance Task

The summative performance task asks students to respond to the following question:

Essential Question:

What was the promise of Emancipation? To what extent was it fulfilled by Reconstruction?

The summative assessment has two parts: a writing prompt and an informed action.

- **Writing Prompt:** In an essay, students will construct an argument that addresses the essential question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.
- **Informed Action:** In a hands-on project, students will apply lessons gained from their study of Reconstruction toward understanding contemporary challenges to freedom and equality. The informed action has three parts:

- **UNDERSTAND:** Pick a topic of debate that was central to the struggle for freedom and equality during Reconstruction and continues to be debated today. Examples of issues that were important during Reconstruction include but are not limited to:
 - Education
 - Political participation and citizenship (voting and office holding)
 - Economic equality
 - Equal protection of the law

- **ASSESS:** In a group of three to five students, conduct outside research to learn more about how your chosen topic is being discussed and debated today. What are some of the important positions and perspectives on the topic? Who are key experts and stakeholders? What echoes of the Reconstruction era do you recognize in the debate today (both in the challenges faced and the solutions people are proposing to address the challenges)?

- **ACT:** In the same group, create a plan for organizing a public forum to educate a community (classroom, school, or neighborhood) about your chosen topic. Your group’s plan should address the following questions:
 - Who will you invite to speak, and who will you invite to be in the audience? Be sure to identify the local experts on the topic, who is directly impacted, and who might be capable of effecting change. You may also want to consider whether you’ll invite speakers with opposing viewpoints.
 - What will be the venue and location for the forum? How will the location help you reach your intended audience?
 - What questions will you ask the speakers? How will your questions address the most important aspects of the debate?
 - How will you structure the agenda for the forum? How much time will you give for community members to weigh in? How much time for speakers?

See the Appendix on page 43 for more detailed activity suggestions related to the informed action.

Formative Performance Tasks

In addressing the essential question (“What was the promise of Emancipation? To what extent was it fulfilled by Reconstruction?”), students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

- **Supporting Question 1:** What does it mean to be free?
 - Formative Task 1 (Lesson 6): Students will create concept maps for *freedom*, highlighting the characteristics that represent aspirations expressed by freedpeople.

- **Supporting Question 2:** What were the objectives of Reconstruction?

- Formative Task 2 (Lesson 8): Students will write a paragraph describing the objectives of Reconstruction and explaining the measures they would use to assess Reconstruction’s success or failure.
- **Supporting Question 3:** How did Reconstruction advance interracial democracy and equality for African Americans?
 - Formative Task 3 (Lesson 12): Students will write a paragraph supported with evidence explaining how Reconstruction advanced interracial democracy and equality for African Americans.
- **Supporting Question 4:** Can democracy exist without equality?
 - Formative Task 4 (Lesson 13): Students will hold a class discussion in which they will make an evidence-based claim about whether democracy can exist without equality.
- **Supporting Question 5:** What was the greatest challenge confronting the nation in the progress toward freedom and equality for all during Reconstruction?
 - Formative Task 5 (Lesson 18 & 19): Students will develop an evidence-based claim about the greatest challenge to equality faced during and after Reconstruction and demonstrate their thinking in a structured discussion.
- **Supporting Question 6:** Why has democracy been called an "eternal struggle"?
 - Formative Task 6 (Lesson 22): Students will participate in a Socratic Seminar about what can be done today to complete the unfinished work of Reconstruction and fulfill the promise of Emancipation.

We suggest six places over the course of the unit to pause (Lessons 6, 8, 12, 13, 18, 19, and 22) and engage students in completing formative tasks that will prepare them to address the unit writing prompt. The suggested formative tasks are intended to fit within 50-minute class periods. However, depending on students’ writing skills, in some cases you may have to plan for more time than allotted to complete the task in class, or ask students to complete the task as homework. While the suggested activities and placement within the unit are designed to help students prepare for this unit’s writing prompt, there are additional writing prompts and strategies in the [Writing Strategies supplement](#) that you might choose from instead.

Connecting to the Writing Prompt

In addition to the formative writing tasks, the outline also contains lessons devoted entirely to building the skills necessary for students to write an argumentative essay at the end of the unit. Lessons 2, 23, 24, and 25 provide guidance for students to dissect the writing prompt, gather and evaluate evidence, develop and refine their thesis statements, and organize their evidence into an outline. For ideas and resources for teaching the remaining steps of the essay process from drafting to publishing, we encourage you to consult the [Writing Strategies supplement](#) and Facing History’s online [Teaching Strategies](#) collection for activities and graphic organizers to support your teaching of the essay writing process.

Standards Alignment

ISBE Social-Emotional Learning Standards

- **2B.** Recognize individual and group similarities and differences.
 - **1I:** Discuss stereotyping and its negative effects for both the victim and perpetrator.
 - **4G:** Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or cultural minorities, prejudices based on misinformation) in readings completed for coursework.
- **3A.** Consider ethical, safety, and societal factors in making decisions.
 - **2I:** Explain how laws reflect social norms and affect our personal decision making.
 - **4J:** Evaluate ethical issues involved in a social policy.
 - **6H:** Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.

ISBE History Standards

- **Perspectives**
 - **SS.H.5.9-12:** Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
 - **SS.H.7.9-12:** Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
 - **SS.H.8.9-12:** Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
- **Historical Sources and Evidence**
 - **SS.H.9.9-12:** Analyze the relationship between historical sources and the secondary interpretations made from them.

ISBE Civics Standards

- **Processes, Rules, and Laws**
 - **SS.CV.8.9-12:** Analyze how individuals use and challenge laws to address a variety of public issues.
 - **SS.CV.9.9-12:** Evaluate public policies in terms of intended and unintended outcomes and related consequences.
 - **SS.CV.10.9-12:** Explain the role of compromise and deliberation in the legislative process.
- **Participation and Deliberation: Applying Civic Virtues and Democratic Principles**
 - **SS.CV.5.9-12:** Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
 - **SS.CV.6.9-12:** Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.
 - **SS.CV.7.9-12:** Describe the concepts and principles that are inherent to American constitutional democracy.
- **Civic and Political Institutions**
 - **SS.CV.2.9-12:** Evaluate the opportunities and limitations of participation in elections, voting, and electoral process.

- **SS.CV.3.9-12:** Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
- **SS.CV.4.9-12:** Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

ISBE Inquiry Skills

- **Gathering and Evaluating Sources**
 - **SS.IS.4.9-12:** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
- **Developing Claims and Using Evidence**
 - **SS.IS.5.9-12:** Identify evidence that draws information from multiple sources to revise or strengthen claims.
- **Communicating Conclusions**
 - **SS.IS.6.9-12:** Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
- **Taking Informed Action**
 - **SS.IS.8.9-12:** Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
 - **SS.IS.9.9-12:** Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

Common Core Standards

- **CCSS.ELA-LITERACY.WHST.9-10.1:** Write arguments focused on *discipline-specific content*.
 - **CCSS.ELA-LITERACY.WHST.9-10.1.A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- **CCSS.ELA-LITERACY.WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.WHST.9-10.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - **CCSS.ELA-LITERACY.SL.9-10.1.A:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- **CCSS.ELA-LITERACY.SL.9-10.1.B:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Unit Outline

Part 1: The Individual and Society (~3 days)

Lesson 1: Establishing a Safe and Reflective Learning Community		
Materials	Activities	Teaching Notes
Journals	<p>Opening: Pass out a journal to each student. Ask students to respond to the following prompt in their journals: <i>What does it mean for a classroom to be a “community of learners”? In what ways does your classroom feel like a community of learners? What might help it feel more like a community of learners?</i></p> <p>Give students the opportunity to share what they have written, if they want. This is an appropriate time to establish the expectation that journal responses do not have to be shared publicly.</p> <p>Main Activity: Use the Contracting teaching strategy (steps 4, 5, and 6) to create a class contract for the unit.</p> <p>Closing: Ask students to reflect on the following prompt in their journals: <i>What part of the contract do you predict will be most difficult for you to follow? How will you hold yourself accountable throughout the unit?</i></p>	<p>Before beginning the unit, make sure you review the “Addressing Dehumanizing Language” section above to help you think through how to set appropriate guidelines for the class for responding to offensive and derogatory words they may encounter in this unit’s historical documents.</p> <p>Also, see the lesson Preparing Students for Difficult Conversations for more guidance on navigating through discussions about race.</p>

Lesson 2: Introducing the Writing Prompt		
Materials	Activities	Teaching Notes
<p>Film: Defining Freedom (0:00-5:00)</p>	<p>Opening: Ask students to respond, first in a journal reflection and then as a Think, Pair, Share discussion, to the following prompt:</p> <p><i>At the end of the Civil War, more than four million African Americans were freed from slavery, drastically altering their lives almost overnight. Reflect on the significance of this event for formerly enslaved people. What immediate challenges and opportunities might they have faced on their first day of freedom?</i></p> <p>Main Activity: Print out the unit's writing prompt (and essential question) in a larger font and tape it to the center of a piece of paper. (See the teaching notes section for the full prompt.)</p> <p>Ask students to dissect the writing prompt in pairs, making the following notations:</p> <ul style="list-style-type: none"> • Circle words you do not know or understand in the context of the prompt. • Star words that seem to be the central ideas of the prompt. • Underline all of the verbs that represent what you, the writer, are supposed to do. • Cross out any information that does not seem specifically relevant to the writing task. <p>Ask students to share their annotations, clarifying any unfamiliar vocabulary or misconceptions about the writing task. Be sure to take this opportunity to define <i>Emancipation</i> if students are unfamiliar with that term.</p> <p>Before moving on, ask students to write the prompt in their journals. As they have new thoughts about it throughout the unit, they can make notes to themselves.</p> <p>Closing: Have students watch a clip from the video Defining Freedom (0:00–5:00). While watching the video, students should take notes on how the historians in the film would answer the following question: <i>What was the promise of Emancipation?</i> Ask volunteers to share their answers with the class. Ask students to complete exit cards using the 3-2-1 format. They should record the following:</p> <ul style="list-style-type: none"> • Three things that they have learned from this lesson • Two questions that they still have • One aspect of class they enjoyed or found meaningful 	<p>Writing prompt:</p> <ul style="list-style-type: none"> • <i>What was the promise of Emancipation? To what extent was it fulfilled by Reconstruction?</i> • In an essay, construct an argument that addresses this question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views. <p>At this point in the unit, you might consider asking students to mark off a section of their journals, perhaps the final 15 to 20 pages, that will be devoted to the final assessment.</p> <p>After this lesson, students should record the prompt in their journals. They can continue to use their journals to record evidence related to the themes of the prompt and also to think about their complex and shifting thoughts as they progress through subsequent lessons.</p>

Lesson 3: The Power of Names		
Materials	Activities	Teaching Notes
<p>Handout 1.1: Two Names, Two Worlds</p> <p>Handout 1.5: Names and Freedom</p> <p>Handout 1.6: Changing Names</p>	<p>Opening: Have students complete the activities on page 4, stopping after they create an identity chart for themselves.</p> <p>Main Activity: Have students complete the identity chart activity that uses Handouts 1.5 and 1.6 on page 6.</p> <p>Closing: Lead a brief discussion with students about what the stories on Handouts 1.5 and 1.6 suggest about the promise of Emancipation.</p>	<p>The rationale on pages 2–3 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>You can choose whether students will share their identity charts or this will be a private journal entry. If you choose the former, the outset of this lesson might be a good time to revisit the classroom contract created in Lesson 1 and to remind students of the agreed-upon norms and expectations.</p>

Part 2: We & They (~3 days)

Lesson 4: Differences that Matter		
Materials	Activities	Teaching Notes
<p>Handout 2.1: Which One of These Things Is Not Like the Others?</p> <p>Handout 2.2: Making All the Difference</p> <p>Handout 2.3: Circles of Responsibility/ Universe of Obligation</p> <p>Handout 2.4: Race: The Power of an Illusion</p> <p>Film: Race: The Power of an Illusion, Episode 2: The Story We Tell (0:43-9:46)</p>	<p>Opening: Students will complete the “Opener: One of These Things Is Not Like the Others” activity on page 23.</p> <p>Main Activity: Students will complete the “Introduce ‘Universe of Obligation’” and “Discuss the Social Construction of Race” activities on pages 23–24.</p> <p>Closing: After discussing the social construction of race (and students’ responses on Handout 2.4), return to the idea of the universe of obligation and discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How was the concept of race used to define the universe of obligation of the United States in the eighteenth and nineteenth centuries?</i> • <i>In what ways might Emancipation and Reconstruction have given hope to those who wanted the country to extend rights and protection to all Americans?</i> 	<p>This lesson introduces a key concept, universe of obligation, that helps us describe and discuss how societies think about who belongs. It also helps students understand the socially constructed concept of <i>race</i>, which has been used throughout United States history, including the Reconstruction era, as a dividing line between belonging and discrimination. See the rationale on pages 20–21 of The Reconstruction Era and the Fragility of Democracy to learn more about these ideas and their relevance to the history of Reconstruction.</p> <p>Before you begin a discussion about the social construction of race, you may want to return to your classroom contract and review agreed-upon norms for respectful conversation.</p> <p>As an extension, consider having students complete the activity “Read and Discuss ‘Anthony Johnson: A Man in Control of His Own’” (page 25) in addition to</p>

		<p>this lesson. The activity looks closely at the story of one man in seventeenth-century Virginia as the idea of race began to be used to exclude those of African descent from the universe of obligation of the colony.</p> <p>For more detailed suggestions, see Lesson 2: Differences That Matter (pages 20–25).</p>
--	--	---

Lesson 5: Defining Freedom (Part 1)		
Materials	Activities	Teaching Notes
<p>Film: Defining Freedom (5:00–14:44)</p> <p>Handout: Excerpts from the Emancipation Proclamation</p> <p>Handout: The 13th Amendment</p>	<p>Opening: Have students complete the “Reflect and Discuss” activity from the Defining Freedom lesson on our website.</p> <p>Main Activity: Have students complete the first “Read and Analyze” and “Watch” activities from the Defining Freedom lesson on the Facing History website. Begin at the 5:00 mark (students already viewed the beginning of the video in Lesson 2).</p> <p>Closing: Using the Connect, Extend, Challenge teaching strategy, ask students to answer the following questions:</p> <ul style="list-style-type: none"> • Connect: <i>How do the ideas and information in this lesson connect to what you already know or think about freedom?</i> • Extend: <i>How does this lesson extend or broaden your thinking about freedom?</i> • Challenge: <i>Does this lesson challenge or complicate your understanding of freedom? What new questions does it raise for you?</i> 	<p>For more detailed suggestions, see the Defining Freedom video lesson on our website.</p>

Lesson 6: Defining Freedom / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout 3.2: Savannah Freedpeople Express Their Aspirations for Freedom</p> <p>Handout 3.3: What the Black Man Wants</p> <p>Handout 3.4: Letter from Jourdon Anderson: A Freedman Writes His Former Master</p> <p>Handout 3.5: South Carolina Freedpeople Demand Education</p>	<p>Opening: Using what they learned in the previous lesson, ask students to spend a few minutes creating a concept map for <i>freedom</i>. Tell them that they will be adding to their maps later in the lesson, after they've investigated primary sources from freedpeople during this period.</p> <p>Main Activity: Have students complete the Jigsaw activity on page 39, using Handouts 3.2 to 3.5.</p> <p>Closing/Performance Task: Give students time to add to their concept maps for <i>freedom</i>, highlighting the characteristics that represent aspirations expressed by freedpeople.</p>	<p>The rationale on pages 35–37 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson's resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, including a Common Core-aligned close-reading protocol, see Lesson 3: Defining Freedom (pages 35–40).</p> <p>In this lesson, students complete their first formative performance task of the unit: a concept map for <i>freedom</i> using evidence from primary source documents. Be sure to tell students that they should keep all tasks in a binder or folder so they can return to them later in the unit and for the final essay assignment.</p>

Part 3: Healing and Justice after War (~4 days)

Lesson 7: The Devastation of War		
Materials	Activities	Teaching Notes
<p>Handout 4.1: Statistics from the War</p> <p>Handout 4.2: A Day of Triumph</p> <p>Handout 4.3: Conquered</p> <p>Handout 4.6: Reactions to the Lincoln Assassination</p>	<p>Opening: Read aloud Handout 4.1, which helps students gain a sense of the magnitude of the death and destruction resulting from the Civil War. Ask students to choose one statistic and write about how they think it presents a challenge to reuniting the country after the Civil War. If time permits, ask students to share their ideas in a brief Wraparound activity.</p> <p>Main Activity: Students will complete the dialogue writing activity using Handouts 4.2, 4.3, and 4.6 on pages 63–64.</p> <p>Closing: Students should write a journal entry in response to the following prompt: <i>What do the dialogues you witnessed have in common? What do they add to your understanding of the challenges of reuniting the country after the Civil War?</i></p>	<p>The rationale on pages 60–62 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 4: The Devastation of War (pages 60–64).</p>

Lesson 8: Healing and Justice (Part 1) / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout 5.1: Healing and Justice</p> <p>Handout 5.2: Creating a Plan for Reconstruction</p>	<p>Opening: Students will complete the “Exploring Healing and Justice” activity on page 87.</p> <p>Main Activity: Students will complete the “Creating a Plan for Reconstruction” activity on pages 88–89.</p> <p>Closing/Performance Task: In a paragraph, ask students to write a reflection in response to the following prompt: <i>How would you define the objectives of Reconstruction? What measures would you use to assess whether Reconstruction was a success or failure?</i></p>	<p>The rationale on pages 84–86 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 5: Healing and Justice (pages 84–91).</p> <p>Remind students to keep their formative performance tasks once you’ve graded and returned them. They will need them later in the unit to write their essays.</p>

Lesson 9: Healing and Justice (Part 2)		
Materials	Activities	Teaching Notes
<p>Film: The Political Struggle, 1865-1866 (0:00-9:00)</p>	<p>Opening: Students will complete the first two activities (“Analyze” and “Reflect and Discuss”) from the lesson The Political Struggle, 1865-1866 to analyze a Thomas Nast engraving and reflect on the tension between healing and justice after the Civil War.</p> <p>Main Activity: Students will complete the third activity (“Watch”) from the lesson The Political Struggle, 1865-1866. They will watch the video until the 9:00 mark and preview the accompanying questions to guide their note-taking on the video.</p> <p>Closing: After debriefing students’ responses to the film, ask students to review the paragraph they created in the previous lesson. First in their journals and then as a Think, Pair, Share activity, ask them to respond to the following prompt: <i>How does what you learned about this history in class affect your understanding of the objectives of Reconstruction? Does it challenge or extend your thinking, and if so, how? Is there anything you would add to your paragraph response?</i></p>	<p>For more detailed suggestions, see the video lesson The Political Struggle, 1865-1866 on our website.</p>

Lesson 10: The Union as It Was		
Materials	Activities	Teaching Notes
<p>Handout 6.1: Freedpeople Protest the Loss of Their Land</p> <p>Handout 6.2: A Right to the Land</p> <p>Handout 6.3: Sharecropping Contract</p> <p>Handout 6.4: He Was Always Right and You Were Always Wrong</p> <p>Handout 6.5: Mississippi Black Codes (1865)</p> <p>Handout 6.6: Freedmen's Bureau Agent Reports on Progress in Education</p>	<p>Opening: Ask students to return to the concept maps for <i>freedom</i> they created in their first formative performance task. After you briefly review these ideas about the meaning of freedom, ask students to write a journal reflection in response to the following prompt: <i>Which aspirations from your concept map could be achieved by freedpeople on their own and which might require cooperation from government and society?</i></p> <p>Main Activity: Students will complete the “Gallery Walk” activity on page 101 using Handouts 6.1 to 6.6.</p> <p>Closing: Students will complete the “Barometer” activity on page 101.</p>	<p>The rationale on pages 97–100 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 6: The Union as It Was (pages 97–101).</p> <p>Some of the primary sources used in this lesson may be challenging for struggling readers due to their language and length. Excerpt and adapt the documents as necessary to meet the needs of your students. Also consider introducing students to the Chunking teaching strategy to help them break down challenging texts.</p>

Part 4: Radical Reconstruction and Interracial Democracy (~3 days)

Lesson 11: Radical Reconstruction and the Birth of Civil Rights		
Materials	Activities	Teaching Notes
<p>Film: The Political Struggle, 1865–1866 (9:00–16:27)</p> <p>Handout 7.2: The Fourteenth Amendment</p> <p>Handout 7.3: Congress Debates the Fourteenth Amendment</p>	<p>Opening: Show the second half of the film The Political Struggle, 1865–1866 (9:00–16:27). Before showing the video, share the following questions with students to guide their notetaking:</p> <ul style="list-style-type: none"> • <i>How did Republicans initially respond to President Johnson’s Reconstruction plan?</i> • <i>What specific position did Radical Republicans take that separated them from both the moderates and most other Americans in 1865?</i> • <i>What happened to unite Republicans around a common vision for Reconstruction?</i> • <i>What specific laws and amendments did Republicans in Congress enact to redefine the nation’s plan for Reconstruction? What did those laws and amendments do?</i> <p>Main Activity: Students will complete the “Thought Museum” activity with Handout 7.3 on pages 116–117, stopping before the Socratic Seminar activity.</p> <p>Closing: Students will answer the following question in an argumentative paragraph that uses evidence from the texts they explored in class: <i>What does the Fourteenth Amendment say about who deserves rights and protection in the United States? How does it define the country’s universe of obligation?</i></p>	<p>The rationale on pages 112–115 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 7: Radical Reconstruction and the Birth of Civil Rights (pages 112–118).</p> <p>If time permits, you might consider holding the Socratic Seminar (page 117) to give students a further opportunity to wrestle with these important questions.</p>

Lesson 12: Interracial Democracy / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout 8.1: Black Officeholders in the South</p> <p>Handout 8.2: The First South Carolina Legislature after the 1867 Reconstruction Acts</p> <p>Handout 8.3: "The Honoured Representative of Four Millions of Colored People"</p> <p>Handout 8.4: The Role of "Carpetbaggers"</p> <p>Handout 8.5: Reconstructing Mississippi</p> <p>Handout 8.6: Improving Education in South Carolina</p>	<p>Opening: Ask students to briefly reflect in their journals on the meaning of the term <i>democracy</i>, using the following journal prompt: <i>What is democracy? How would you define it? What are its essential characteristics? What happens in a democracy that doesn't happen in societies with different forms of government?</i></p> <p>Use the identity chart format to capture words and phrases related to the meaning of <i>democracy</i> on chart paper. Ask students to share ideas from their journal entries and add them to the map.</p> <p>Main Activity: Tell students that they will now be examining the effect that the expansion of citizenship and voting rights had on democracy in the United States. Students will complete the "Evaluating the Effects of Radical Reconstruction" activity on pages 128–129.</p> <p>Closing/Formative Task: For the rest of class, students will complete Formative Task 3, which asks them to answer the following supporting question: <i>To what extent did Reconstruction advance interracial democracy and equality for African Americans?</i></p> <p>Students will re-read and annotate sources for evidence that will support their position on this question (see the materials section for the sources). Students will write a paragraph supported with evidence explaining how Reconstruction advanced the project of interracial democracy and equality for African Americans.</p>	<p>The rationale on pages 125–129 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson's resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>If it is a challenge to complete all of the activities in this lesson in one class period, you may need to assign the formative task for homework or provide additional class time for students to complete it.</p>

Lesson 13: Equality for All / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout 9.4: Speech by Susan B. Anthony: Is It a Crime for Women to Vote?</p> <p>Handout 9.5: Platform of the Workingmen's Party of California (1877)</p> <p>Handout 9.6: Chinese Immigrants Write to President Grant</p> <p>Handout 9.8: They Fence Their Neighbors Away</p>	<p>Opening: Ask students to respond to the following prompt in their journals: <i>What is equality? How do you know if you are an equal member of a group or nation?</i></p> <p>Main Activity: Explain to students that in this lesson they will examine the state of equality in the United States during the time period when the ideal was established in the Constitution through the Fourteenth Amendment. They will look beyond the issue of equality between black and white Americans and consider the status of a variety of other groups, including women, workers, immigrants, and Native Americans.</p> <p>Students will complete the Jigsaw activity on pages 143–144, using the following documents:</p> <ul style="list-style-type: none"> • Handout 9.4: Speech by Susan B. Anthony: Is It a Crime for Women to Vote? • Handout 9.5: Platform of the Workingmen's Party of California (1877) • Handout 9.6: Chinese Immigrants Write to President Grant • Handout 9.8: They Fence Their Neighbors Away <p>Closing: For the rest of class, students will complete Formative Task 4, which asks them to answer the following supporting question: <i>Can democracy exist without equality?</i></p> <p>Give students a few minutes to re-read and annotate sources from the lesson for evidence that will support their position on this question. Then transition into a class discussion on the question using the Barometer teaching strategy.</p>	<p>The histories of each of the groups represented in this lesson deserve extended study in a course on American history. The documents in this lesson provide little in the way of historical context, so we encourage you to connect the arguments and ideas in these texts to themes in your course and also to consult the rationale on pages 140–142 to provide additional background information for students. See Lesson 9: Equality for All? on pages 140–144 for more detailed suggestions.</p> <p>If you have time, consider adding this close-reading lesson (page 154), which uses Susan B. Anthony's speech "Is It a Crime for Women to Vote?"</p> <p>If students do not finish their formative task paragraph in class, they can complete it for homework.</p>

Part 5: Backlash and the Fragility of Democracy (~5 days)

Lesson 14: Backlash and the KKK (Part 1)		
Materials	Activities	Teaching Notes
<p>Handout 10.1: Klansmen Broke My Door Open</p> <p>Film: Violence and Backlash (0:00-6:00)</p>	<p>Opening: Students will complete the first activity (“Reflect and Discuss”) from the online video lesson from our website Violence and Backlash to reflect on the effects of violence and terror on a democratic society and the ways in which that society might respond.</p> <p>Main Activity: Students will complete the second activity (“Watch”) from the online video lesson Violence and Backlash. They will preview the accompanying questions to guide their note-taking and then watch the video until the 6:00 mark. Debrief the questions with students.</p> <p>Students will then complete the activity “Read and Respond to ‘The Klansmen Broke My Door Open’” on page 172.</p> <p>Closing: Before ending the period, ask students to briefly respond to two prompts on an exit card to help you understand how they are processing what they have learned:</p> <ul style="list-style-type: none"> • <i>Write down one thing you learned or observed in class today that you found surprising or troubling.</i> • <i>Record one question about history or human behavior that arose for you in response to what you learned about in class today.</i> 	<p>Please note that the “Opening” and “Main Activity” suggestions for this lesson correspond to a video lesson, Violence and Backlash, accessible through our website.</p> <p>The rationale on pages 168–170 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>In this lesson, students will encounter emotionally challenging content, including depictions of violence. Consider briefly reviewing the class contract with students before beginning the lesson. This will help to reinforce the norms you have established and reinforce the classroom as a safe space for students to voice concerns, questions, or emotions that may arise.</p>

		<p>For more detailed suggestions, see Lesson 10: Backlash and the Ku Klux Klan (pages 168–175).</p>
--	--	---

Lesson 15: Backlash and the KKK (Part 2)		
Materials	Activities	Teaching Notes
<p>Handout 10.2: Essential Quote Worksheet</p> <p>Handout 10.3: A Nucleus of Ordinary Men</p> <p>Handout 10.4: Collaborators and Bystanders</p> <p>Handout 10.5: Protecting Democracy</p> <p>Handout 10.6: Responding to Violence: Public Opinion and the Law</p> <p>Handout 10.7: The Range of Human Behavior</p>	<p>Opening: Begin by acknowledging the exit cards that students completed at the end of the previous lesson. Point out any patterns that you noticed in the students' comments and address any questions you received that might pertain to the experiences of the class as a whole. Unless you have permission from students, it is usually best to keep anonymous the authors of any specific exit card comments you discuss.</p> <p>Main Activity: Students will complete the "Analyze Documents and Reflect on Human Behavior" activity on page 173.</p> <p>Closing: Show another clip from the Violence and Backlash video (6:00–9:40). Students should take notes on the clip using the S-I-T strategy. Give students an opportunity to share and debrief their S-I-T responses.</p>	<p>For more detailed suggestions, see Lesson 10: Backlash and the Ku Klux Klan (pages 168–175).</p>

Lesson 16: Reflections of Race in Nineteenth-Century Media

Materials	Activities	Teaching Notes
<p>Handout 12.1: Douglass on Media Images of African Americans</p> <p>Handout 12.2: “Emancipation” (1865)</p> <p>Handout 12.3: “Franchise” (1865)</p> <p>Handout 12.4: “Colored Rule in a Reconstructed(?) State” (1874)</p> <p>Handout 12.5: “He Wants a Change Too” (1876)</p>	<p>Opening: Students will reflect on and discuss the meaning of the term <i>stereotype</i>, using the activity described on pages 199–200.</p> <p>Main Activity/Closing: Complete all activities on pages 200–201, beginning with the Frederick Douglass quotation (Handout 12.1) and ending with the journal reflection on page 201.</p>	<p>The rationale on pages 197–199 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>Please preview the images in this lesson before you use them, as they contain stereotypical imagery of African Americans.</p> <p>For more detailed suggestions, see Lesson 12: Reflections of Race in Nineteenth-Century Media (pages 197–201).</p>

Lesson 17: The End of Reconstruction

Materials	Activities	Teaching Notes
<p>Film: Violence and Backlash (9:40-16:45)</p> <p>Handout 13.5: South Carolina “Red Shirts” Battle Plan (1876)</p> <p>Handout 13.8: Election Violence in Mississippi (1875)</p> <p>Handout 13.10: A Teacher Describes Violence and Intimidation (1875)</p> <p>Handout 13.12: Election Day in Clinton, Mississippi (1875)</p> <p>Handout 13.14: “Of Course He Votes the Democratic Ticket” (1876)</p>	<p>Opening: Students will reflect on the following quote in their journals: “Every revolution we have causes a counter-revolution.” —Historian David Blight</p> <p><i>What do you think is Blight’s point? Do you agree with his assessment of revolution?</i></p> <p>Main Activity/Closing: Show the rest of the Violence and Backlash film (9:40–end). Preview the following questions with students before showing the film:</p> <ul style="list-style-type: none"> • <i>What events shifted people’s priorities about the rights of freedpeople? How did events that began in 1873 and 1874 shift the country’s universe of obligation with regard to freedpeople?</i> • <i>Why did violence return after the government “broke the back of the Klan”? How was it different?</i> • <i>How does George Lipsitz interpret the meaning of violence during Reconstruction?</i> <p>Complete the “Confronting ‘Redemption’ Violence” and “Debriefing Reports of Violence” activities on pages 215–216, but use the following documents:</p> <ul style="list-style-type: none"> • Handout 13.5: South Carolina “Red Shirts” Battle Plan (1876) • Handout 13.8: Election Violence in Mississippi (1875) • Handout 13.10: A Teacher Describes Violence and Intimidation (1875) • Handout 13.12: Election Day in Clinton, Mississippi (1875) • Handout 13.14: “Of Course He Votes the Democratic Ticket” (1876) 	<p>The rationale on pages 208–212 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>Note that the “Confronting ‘Redemption’ Violence” and “Debriefing Reports of Violence” activities as they are listed in the Reconstruction resource use different documents than the ones listed in this outline.</p> <p>In this lesson, students will encounter emotionally challenging content, including depictions of violence. Consider briefly reviewing the class contract with students before beginning the lesson. This will help to reinforce the norms you have established and reinforce the classroom as a safe space for students to voice concerns, questions, or emotions that may arise. For more detailed suggestions, see Lesson 13: Violence, Race, and “Redemption” (pages 208–218).</p>

Lesson 18: The Coming of Segregation / Formative Performance Task

Materials	Activities	Teaching Notes
<p>Handout 14.1: “Long View: Negro” by Langston Hughes</p> <p>Handout 14.2: Restricting the Vote and Dividing Society</p> <p>Formative Performance Task Sources:</p> <p>Handout 6.4: He Was Always Right and You Were Always Wrong</p> <p>Handout 6.5: Mississippi Black Codes (1865)</p> <p>Handout 10.3: A Nucleus of Ordinary Men</p> <p>Handout 10.4: Collaborators and Bystanders</p> <p>Handout 10.5: Protecting Democracy</p> <p>Handout 10.6: Responding to</p>	<p>Opening: Students will complete the reading and discussion activity using Handout 14.1 (the first activity bullet point on page 258).</p> <p>Main Activity: Students will review their concept maps for <i>freedom</i> and complete the reading and discussion activity using Handout 14.2 (the second activity bullet point on page 258).</p> <p>Closing/Performance Task: Tell students that in the next lesson, they will engage in a structured class discussion to explore the following question: <i>What was the greatest challenge confronting the nation in the progress toward freedom and equality for all during and after Reconstruction?</i></p> <p>Tell students that they will need to come prepared for the discussion. Give them the rest of class to begin preparing. First, have students re-read and annotate sources from this unit (see the materials column for suggested sources) to help develop their ideas. They can do this individually, in pairs, or in small groups. Prior to the next class, students should journal their responses to the discussion question and cite specific documents that provide evidence to support their thinking in order to be prepared for the discussion.</p>	<p>The rationale on pages 255–257 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 14: The Coming of Segregation (pages 255–259).</p> <p>You might consider using the Annotating and Paraphrasing Sources teaching strategy to promote students’ understanding of the ideas and arguments in the documents.</p>

[Violence: Public Opinion and the Law](#)

Handout 12.1:
[Douglass on Media Images of African Americans](#)

Handout 13.5: [South Carolina "Red Shirts" Battle Plan \(1876\)](#)

Handout 13.8:
[Election Violence in Mississippi \(1875\)](#)

Handout 13.10: [A Teacher Describes Violence and Intimidation \(1875\)](#)

Handout 13.12:
[Election Day in Clinton, Mississippi \(1875\)](#)

Handout 13.14: ["Of Course He Votes the Democratic Ticket" \(1876\)](#)

Handout 14.1: ["Long View: Negro" by Langston Hughes](#)

Handout 14.2:
[Restricting the Vote
and Dividing Society](#)

Lesson 19: The Coming of Segregation / Formative Performance Task

Materials	Activities	Teaching Notes
<p>Formative Performance Task Sources:</p> <p>Handout 6.4: He Was Always Right and You Were Always Wrong</p> <p>Handout 6.5: Mississippi Black Codes (1865)</p> <p>Handout 10.3: A Nucleus of Ordinary Men</p> <p>Handout 10.4: Collaborators and Bystanders</p> <p>Handout 10.5: Protecting Democracy</p> <p>Handout 10.6: Responding to Violence: Public Opinion and the Law</p> <p>Handout 12.1: Douglass on Media Images of African Americans</p>	<p>Opening: Remind students that in this lesson, they will answer the following supporting question in a class discussion: <i>What was the greatest challenge confronting the nation in the progress toward freedom and equality for all during and after Reconstruction?</i></p> <p>Main Activity: Using the Fishbowl discussion strategy, students will hold a class discussion in which they make an evidence-based claim about the greatest challenge confronting the nation in the progress toward freedom and equality.</p> <p>Closing: Ask students to complete exit cards using the 3-2-1 teaching strategy. Ask them to list the following details in their journals:</p> <ul style="list-style-type: none"> • Three things that they have learned from the class discussion • Two questions that they still have about the material • One aspect of this class they enjoyed or found especially meaningful 	<p>If students are not familiar with the Fishbowl strategy, be sure to take a few minutes to go over the instructions at the beginning of class and answer any questions. You can also remind students of their task as they begin each new step. The teacher may need to help facilitate the discussion by asking clarifying and probing questions, surfacing areas of consensus or disagreement, and keeping the discussion focused on the question. If structured discussions are not already a part of your classroom practice, the Fishbowl strategy provides students with scaffolding that will prepare them for the Socratic Seminar in Lesson 22.</p> <p>Alternatively, you can use the Learn to Listen, Listen to Learn discussion strategy for this activity instead of the Fishbowl strategy.</p>

Handout 13.5: [South Carolina "Red Shirts" Battle Plan \(1876\)](#)

Handout 13.8: [Election Violence in Mississippi \(1875\)](#)

Handout 13.10: [A Teacher Describes Violence and Intimidation \(1875\)](#)

Handout 13.12: [Election Day in Clinton, Mississippi \(1875\)](#)

Handout 13.14: ["Of Course He Votes the Democratic Ticket" \(1876\)](#)

Handout 14.1: ["Long View: Negro" by Langston Hughes](#)

Handout 14.2: [Restricting the Vote and Dividing Society](#)

Part 6: Memory and Legacy (~5 days)

Lesson 20: The Power of Myth and the Purpose of History		
Materials	Activities	Teaching Notes
<p>Film: A Contested History (2:15-9:35)</p> <p>Handout 15.4: W. E. B. Du Bois Reflects on the Purpose of History</p>	<p>Opening: Students will complete the “Define” activity from the online video lesson, A Contested History.</p> <p>Before playing a portion the film A Contested History (2:15-9:35), preview the following questions with students to guide their note-taking:</p> <ul style="list-style-type: none"> • <i>How do scholars view the Reconstruction era today? What is the story of Reconstruction that they tell? What details about this story stand out to you?</i> • <i>What is the “Dunning School” of Reconstruction history? How does that story of Reconstruction differ from what historians say today? Who were the heroes of the story told by the Dunning School?</i> • <i>What were the consequences of the story of Reconstruction told by Dunning School historians?</i> <p>Watch the film from 2:15 to 9:35. Debrief the questions with students.</p> <p>Main Activity/Closing: Students will complete the “Read and Analyze” activity from the lesson A Contested History.</p>	<p>Please note that the “Opening” and “Closing” activities for this lesson correspond to a video lesson, A Contested History, accessible through our website.</p> <p>The rationale on pages 264–267 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see the video lesson A Contested History and Lesson 15: The Power of Myth and the Purpose of History (pages 264–286).</p> <p>Note that the Reconstruction unit resource book includes a close-reading activity (page 274) that guides the class through a deeper, more detailed examination of the Du Bois text.</p>

Lesson 21: The Unfinished Revolution		
Materials	Activities	Teaching Notes
<p>Film: The Legacies of Reconstruction (9:04–13:04)</p> <p>Handout 16.1: Making Real the Promises of Democracy</p> <p>Handout 16.2: We Need to Talk About an Injustice</p>	<p>Opening: Students will complete the “Reflect and Discuss” activity from the online lesson The Legacies of Reconstruction.</p> <p>Main Activity: Show a clip from the video The Legacies of Reconstruction (9:04–13:04). Ask students to record notes on the video using the S-I-T strategy.</p> <p>After debriefing the film with students, pass out Handouts 16.1 and 16.2. Project the Langston Hughes poem, “Long View: Negro,” that students examined in Lesson 18.</p> <p>Let students know that they will be using the rest of class to prepare for a Socratic Seminar focused on the following question: <i>What can be done today to complete the unfinished work of Reconstruction and fulfill the promise of Emancipation?</i></p> <p>To prepare for the discussion, students will be answering a set of questions for Handout 16.1 and Handout 16.2. Preview the questions with students before they read:</p> <ul style="list-style-type: none"> • <i>What issues have Stevenson and Simmons chosen to champion in their work? Why do you think they picked these issues?</i> • <i>What is the relationship between one’s identity and one’s power to make change in society? How do you think Stevenson would answer that question? How do you think Simmons would answer it?</i> • <i>What inspirations do Stevenson and Simmons describe in their lives and in their work? What legacies influence them? What inspires you in your life? What legacies influence you?</i> • <i>What do Stevenson’s and Simmons’s speeches teach us about participating in democracy? What qualities do you think are necessary for individuals to develop in order for them to become upstanders?</i> • <i>What issues do you think most need to be championed in your community? In your country? How can you address them? How can you help to create positive change?</i> 	<p>The rationale on pages 286–288 of The Reconstruction Era and the Fragility of Democracy provides crucial information to help you better understand the goals of this lesson and put this lesson’s resources in proper historical context for students. It is important for you to read this rationale before teaching the lesson.</p> <p>For more detailed suggestions, see Lesson 16: The Unfinished Revolution (pages 286–290).</p> <p>Refer to the following resource from our website for a more thorough explanation of the Socratic Seminar strategy.</p> <p>If students do not finish reading and answering questions for both texts in class, they can complete this for homework.</p>

After previewing the questions, have students read and annotate the text in pairs or small groups. They should also answer the questions on binder paper.

Closing: Debrief the questions with students and answer any questions they have, either about the texts or about discussion protocol for the Socratic Seminar.

Lesson 22: The Unfinished Revolution / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Handout 16.1: Making Real the Promises of Democracy</p> <p>Handout 16.2: We Need to Talk About an Injustice</p>	<p>Opening: Give a few minutes at the beginning of class for students to gather their notes from Handouts 16.1 and 16.2 in preparation for the Socratic Seminar. In addition, you might ask students to return to the overarching question for the seminar and journal their reflections: <i>What can be done today to complete the unfinished work of Reconstruction and fulfill the promise of Emancipation?</i> Encourage students to use evidence from the readings to support their journal response.</p> <p>Main Activity/Performance Task: Students will participate in a Socratic Seminar (see the teaching notes section for a complete list of the discussion questions).</p> <p>Closing: After the Socratic Seminar activity, give students the opportunity to evaluate the process in general and their own performance specifically. Reflecting on the seminar process helps students improve their ability to participate in future discussions. Here are some questions you might discuss or have students write about when reflecting on the seminar:</p> <ul style="list-style-type: none"> • <i>At any point, did the seminar revert to something other than a dialogue? If so, how did the group handle this?</i> • <i>What evidence did you see of people actively listening and building on others' ideas?</i> • <i>How has your understanding of these texts been affected by the ideas explored in this seminar?</i> • <i>What parts of the discussion did you find most interesting? In what parts were you least engaged?</i> • <i>What would you like to do differently as a participant the next time you are in a seminar?</i> 	<p>The Socratic Seminar should focus on the following questions, but you should also encourage students to raise their own questions and respond to their classmates' ideas:</p> <ul style="list-style-type: none"> • What issues have Stevenson and Simmons chosen to champion in their work? Why do you think they picked these issues? • What is the relationship between one's identity and one's power to make change in society? How do you think Stevenson would answer that question? How do you think Simmons would answer it? • What inspirations do Stevenson and Simmons describe in their lives and in their work? What legacies influence them? What inspires you in your life? What legacies influence you? • What do Stevenson's and Simmons's speeches teach us about participating in

		<p>democracy? What qualities do you think are necessary for individuals to develop in order for them to become upstanders?</p> <ul style="list-style-type: none">• What issues do you think most need to be championed in your community? In your country? How can you address them? How can you help to create positive change?• What can be done to make what Langston Hughes says had become “so small” in 1965 large again?
--	--	--

Lesson 23: Summarizing Evidence		
Materials	Activities	Teaching Notes
Evidence Chart	<p>Opening: Let students know that for the next three days, they will be working on refining their evidence, writing their thesis, and creating an outline in order to prepare for the final essay assignment.</p> <p>Main Activity: Ask students to review the graphic organizers and paragraphs they completed for their formative performance tasks. After students have had sufficient time to review their work, have them journal an initial response to the writing prompt: <i>What was the promise of Emancipation? To what extent was it fulfilled by Reconstruction?</i></p> <p>Pass out the evidence chart. Students can use their journal response to complete the “Initial Claim” on the chart. To model the process of evidence collecting, do a “think-aloud” in which you project and then complete the first and second rows of the evidence chart. (Be sure to select a new prompt so that students will not be influenced by your evidence and ideas when coming up with their own. See the teaching notes section for more guidance.)</p> <p>When modeling for students how to complete the second row, first select a piece of evidence that is irrelevant to your initial claim and then explain to the class why you are not going to use it. Then select a relevant piece of evidence and enter it into the chart.</p> <p>Next, working in small groups, students will start to gather evidence that supports their initial thinking about the writing prompt by completing the rest of the evidence chart.</p> <p>Closing: After students have gathered their evidence, have them share their findings and add more evidence using the Give One, Get One strategy.</p>	<p>Page xxi of the Reconstruction unit resource book includes two writing prompts that you can use for your think-aloud. We recommend using the Argumentative Writing Prompt (Prompt #1) because it is the most different from the assigned prompt.</p> <p>In this lesson, students draft an initial claim that will eventually become their thesis statement for the essay (first row of the evidence chart). Students will be honing this claim as they refine their thesis and begin to draft an outline of their essay in the next lessons.</p>

Lesson 24: Refining the Thesis		
Materials	Activities	Teaching Notes
	<p>Opening: Ask students to return to the initial claim they wrote in their evidence chart (first row) from the previous lesson. Ask students to respond to the following question, using the Think, Pair, Share teaching strategy: <i>After completing the evidence chart, is there anything you would like to add to or change in your initial claim?</i></p> <p>Give students time to make changes before transitioning to the next activity.</p> <p>Main Activity: Have students complete the “Thesis Sorting” activities on pages 11–12 in the Writing Strategies supplement.</p> <p>Closing: Using the Exit Cards teaching strategy, ask students to respond to the writing prompt in a statement that takes a clear stance, addresses all elements of the prompt, and can be defended with evidence from the unit.</p>	<p>You can give students written or oral feedback on their working thesis statements in the next lesson and use the information from the exit cards to determine what skills you may need to teach or reinforce so that students are equipped to write strong thesis statements.</p>

Lesson 25: Considering Counterarguments/Drafting the Outline		
Materials	Activities	Teaching Notes
<p>Reproducible 5: Outlining Your Essay (from the Writing Strategies supplement)</p>	<p>Opening: Ask students to return to the drafts of their initial claim (first row in the evidence chart). In their journals, ask them to write a response to the following question: <i>Imagine that one of your classmates disagrees with your claim. What examples from this unit could that classmate use to challenge your argument?</i></p> <p>Main Activity: Have students complete the “Refuting Counterarguments” activities on page 14 of the Writing Strategies supplement.</p> <p>Closing: Give students the last 20 minutes of class to begin outlining their essays. Depending on students’ familiarity with argumentative essay writing, you may want to model how to complete the organizer and have them finish it independently for homework. The “Using Graphic Organizers to Organize Writing” activities on pages 21–22 of the Writing Strategies supplement provide a procedure for doing so. If your students are comfortable with essay outlines, you may want to let them work independently and use this time to conference individually with students.</p>	<p>While the writing guide allows teachers to choose which graphic organizer to use, we suggest using Reproducible 5: Outlining Your Essay. This handout includes a field for students to write a counterargument, which helps them respond to the part of the writing prompt that asks them to “acknowledge competing views.”</p> <p>For ideas and resources for teaching the remaining steps of the essay process, from drafting to publishing, we encourage you to consult the Writing Strategies supplement and Facing History’s online Teaching Strategies collection for activities and graphic organizers to support your teaching of the essay writing process.</p>

Appendix: Connecting to the Informed Action

The C3 framework includes a culminating activity designed to help students translate the knowledge gained from their unit of study into tangible opportunities to take action in their community. In this unit's "informed action," students work collaboratively to plan a civil dialogue around an issue at the heart of the debates during the Reconstruction era that continues to be relevant in their community today. We encourage teachers to devote additional class periods as necessary to introduce the informed action and provide time for student collaboration to complete it.

Introducing the Informed Action		
Materials	Activities	Teaching Notes
	<p>Opening: Print out the full prompt for the informed action in a larger font and tape it to the center of a piece of chart paper. (See the teaching notes section for the full prompt.)</p> <p>Ask students to dissect the writing prompt in small groups of three to four students, making the following notations:</p> <ul style="list-style-type: none"> • Circle words you do not know or understand in the context of the prompt. • Star words that seem to be the central ideas of the prompt. • Underline all of the verbs that represent what you, the writer, are supposed to do. • Cross out any information that does not seem specifically relevant to the writing task. <p>Ask students to share their annotations, clarifying any unfamiliar vocabulary or misconceptions about the writing task. Then ask students to write a brief journal reflection on their initial thoughts in response to this question: <i>What unresolved issue from Reconstruction would you like to research in more detail? Why?</i></p> <p>Have each student share his or her topic idea, instructing them to jot down the names of students who have similar topic interests. Then ask students to form groups of three or four students based on their chosen topics. (Alternatively, you can assign students to groups.)</p> <p>Main Activity: Leave the rest of class for students to conduct research on their</p>	<p>Informed action prompt: The informed action has three parts:</p> <p>UNDERSTAND: Pick a topic of debate that was central to the struggle for freedom and equality during Reconstruction and continues to be debated today. Examples of issues that were important during Reconstruction include but are not limited to:</p> <ul style="list-style-type: none"> • Education • Political participation and citizenship (voting and office holding) • Economic equality • Equal protection of the law <p>ASSESS: In a group of between three and five students, conduct outside research to learn more about how your chosen topic is being discussed and debated today. What are some of</p>

chosen topics. Depending on students' interest, you might suggest the following sources to help them get started:

- [Timeline: America's Long Civil Rights March](#) (ProPublica): This detailed timeline traces the steps and missteps toward civil rights and equality in the United States from Reconstruction to today.
- [King's Dream Remains an Elusive Goal](#) (Pew Research): This report of an extensive Pew survey conducted in 2013 to examine Americans' experiences with and attitudes toward race includes information about education, voting, opportunity, and incarceration.
- [African Americans' Lives Today](#) and [Latinos' Lives and Health Today](#) (NPR): These are reports from recent surveys that National Public Radio, the Robert Wood Johnson Foundation, and Harvard University conducted focusing on the experiences and attitudes of African Americans and Latinos in the United States.

Closing: Ask students to return to their journal prompt from the "Opening" activity. They should write down any new ideas or questions they would like to pursue outside of class.

the important positions and perspectives on the topic? Who are the key experts and stakeholders? What echoes of the Reconstruction era do you recognize in the debate today?

ACT: In the same group, create a plan for organizing a public forum to educate a community (classroom, school, or neighborhood) about your chosen topic. Your plan should address the following questions:

- Who will you invite to speak, and who will you invite to be in the audience? You'll want to identify the local experts and authorities on the topic, who is impacted by the issue, and who might be capable of effecting change or influencing others. You may also want to consider whether you'll invite speakers with opposing viewpoints.
- What will be the venue and location for the forum? How will the location help you reach your intended audience?
- What questions will you ask the speakers? How will your questions address the most important aspects of the debate?

		<ul style="list-style-type: none">• How will you structure the agenda for the forum? How much time will you give for community members to weigh in? How much time for speakers? <p>You might want to encourage students to narrow down their topics so that they are considering only one aspect of a larger issue. For instance, rather than choosing a broad topic like education, students could consider one smaller issue, such as the debate over high-stakes standardized tests.</p> <p>We recommend teaching this lesson in a computer lab so that students can engage directly with online sources. Alternatively, you can print out various sources from the web.</p>
--	--	---